

## Registration Form

**SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS**  
**Promising Programs Showcase**  
**please reply via fax to (908) 237-0327**

Tuesday, May 17, 2005  
7:30 AM to 3:30 PM  
The Atlantic City Convention Center  
One Miss America Way  
Atlantic City, NJ 08401

Name: \_\_\_\_\_

Title: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email Address: \_\_\_\_\_

*Please indicate below your first and second choices for each workshop session:*

**Session 1** 10:15 AM to 11:15 AM

1st choice  A  B  C  D  E

2nd choice  A  B  C  D  E

**Session 2** 11:30 AM to 12:30 PM

1st choice  F  G  H  I  J  K

2nd choice  F  G  H  I  J  K

**Session 3** 2:15 PM to 3:15 PM

1st choice  L  M  N  O  P  Q

2nd choice  L  M  N  O  P  Q

### REGISTRATION INFORMATION

Please note:

- Seating is limited to 450 participants for this very special conference. Your prompt reply will help to ensure that you are enrolled in the workshop sessions of your choice.
- Confirmation of your registration is required to attend. Registrations will be accepted in order of receipt. You will receive confirmation of your registration prior to May 16. **We appreciate your response via fax to the Event Coordinator at (908) 237-0327.**
- There is no fee to attend the conference. Refreshments and lunch will be provided to confirmed registrants.
- The conference will be videotaped for non-broadcast use. By submitting this registration form for the conference, I agree to be videotaped by NJN during the conference. This videotape will be part of a series of tapes, DVDs and CD-ROMs to be disseminated to New Jersey's schools after the conference. All districts will receive a copy of the videotape series.

### OVERNIGHT ACCOMMODATIONS

If you plan on staying in Atlantic City, a variety of hotels are available in the area. Please make reservations in advance at the hotel of your choice to guarantee that accommodations will be available.

### QUESTIONS REGARDING THE CONFERENCE?

Please send an e-mail to the Event Coordinator at safeschoolsnj@yahoo.com

## How to get to the Showcase

### From the Atlantic City Expressway

At the end of the Expressway, make a left on Arctic Ave. and then a left on Michigan Ave. straight into the Atlantic City Convention Center parking garage. Another entrance to the parking garage is via the Atlantic City Connector. To take this route, bear to the right at the end of the Atlantic City Expressway and follow the Atlantic City Connector. After railroad tracks take the first exit on the right marked Convention Center/Bacharach Boulevard. While on Bacharach Boulevard, there are four (4) entrances into the parking garage on the right.

### From Philadelphia and West

Exit the Pennsylvania Turnpike at Valley Forge, Exit 24, onto Schuylkill Expressway (Route 76 East) through Philadelphia to the Walt Whitman Bridge.

### From New York and North

Major Interstate Highways connect with the Garden State Parkway South. Follow Garden State Parkway South to Exit 38 (Atlantic City Expressway). Follow Atlantic City Expressway directions.

### From Baltimore, Washington & South

Take I-95 to the Walt Whitman Bridge (Philadelphia). Cross the Walt Whitman Bridge and follow N/S Freeway to the Atlantic City Expressway. Follow Atlantic City Expressway directions.

### From Norfolk, VA area

Follow Route 13 and Route 9 to Cape May-Lewes Ferry, then take Garden State Parkway North to Exit 38 (Atlantic City Expressway) into Atlantic City. Follow Atlantic City Expressway directions.



### Milage From

PHILADELPHIA: 55 miles  
 NEW YORK: 132 miles  
 NEWARK, NJ: 110 miles  
 WASHINGTON, DC: 173 miles  
 BALTIMORE: 168 miles  
 BOSTON: 328 miles  
 PITTSBURGH: 354 miles

### Driving Time

ATLANTIC CITY INTERNATIONAL AIRPORT: 20 minutes  
 PHILADELPHIA INTERNATIONAL AIRPORT: 1 hour

### Rail Service

The NJTransit Rail Terminal is conveniently located within the Convention Center and connects Atlantic City to Philadelphia at 30th Street Station and Amtrak's Northeast corridor lines. For more information, call 1-800-ACTRAIN, or visit their website at [www.njtransit.com](http://www.njtransit.com).

### Air Service

Atlantic City International Airport (ACIA) is an easy 20-minute drive from Atlantic City. Scheduled carriers servicing ACIA include Spirit Airlines (1-800-772-7117) and Delta Airlines (1-800-221-1212). Philadelphia International Airport is about 60 minutes away. For more information about Atlantic City International Airport, visit [www.acairport.com](http://www.acairport.com).

In Collaboration with New Jersey Network (NJN)

**The New Jersey Department of Education, Division of Student Services,  
Office of Program Support Services**

is pleased to host the statewide conference



***SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS  
Promising Programs Showcase***

**Tuesday, May 17th**

**7:30 AM–3:30 PM**

**The Atlantic City Convention Center  
Atlantic City, New Jersey**

Richard J. Codey, Acting Governor  
State of New Jersey

Isaac Bryant, Assistant Commissioner  
Division of Student Services

William L. Librera, Ed.D., Commissioner  
New Jersey Department of Education

Susan B. Martz, Director  
Office of Program Support Services

Conference funded under the federal Safe and Drug-Free Schools and Communities Act



*Keynote*

**Ed Dunkelblau, Ph.D.**  
**Director,**  
**Institute for Emotionally Intelligent Learning**

[www.teacheq.com](http://www.teacheq.com)

*Prevention Research—  
Proving What Doesn't Happen:  
No Wonder We're Confused*

Ed Dunkelblau, Ph.D., Director of the Institute, is a licensed clinical psychologist and nationally known speaker on the topics of emotional intelligence, humor, and health. Dr. Dunkelblau has two master's degrees from Columbia University, one in psychology and the other in vocational and rehabilitation counseling, and a Ph.D. in counseling psychology from the University of Kansas. He has been in clinical practice for 20 years, is past president of the Association for Applied and Therapeutic Humor (AATH), is approved supervisor for the Association for Marriage and Family Therapy, and director of the Institute for Emotionally Intelligent Learning.

He consults regularly with schools on the implementation of social-emotional literacy programs. He also consults with Fortune 500 companies on applications of emotional intelligence in the workplace. He is immediate Past-President of the American Association for Therapeutic Humor and a contributing author to the Handbook of Humor and Psychotherapy. Dr. Dunkelblau's work has been featured in the Chicago Tribune, USA Weekend, and CNN.



*Agenda*

**7:30 AM–9:00 AM**  
Registration, Breakfast and Promising Programs Exhibit

**9:00 AM–10:00 AM**  
Welcome and Introductions  
Isaac Bryant, Assistant Commissioner, Division of Student Services, New Jersey Department of Education

Keynote Speaker  
Ed Dunkelblau, Ph.D., Director, Institute for Emotionally Intelligent Learning—  
“Prevention Research—  
Proving What Doesn't Happen: No Wonder We're Confused”

**10:15 AM–11:15 AM**  
Workshop Sessions

**11:30 AM–12:30 PM**  
Workshop Sessions

**12:30 PM–2:00 PM**  
Lunch, Networking, and Promising Programs Exhibit

**2:15 PM–3:15 PM**  
Workshop Sessions

**3:15 PM–3:30 PM**  
Professional Development Certificates Available  
Hand in Evaluation Forms

## Session • 1

### **A** *Al's Pals: Kids Making Healthy Choices*

<http://wingspanworks.com>

An early-childhood prevention program designed to promote social and emotional competence in children, ages 3 to 8. This comprehensive program helps children learn to express feelings, use self-control, accept differences, solve problems peacefully, and understand that tobacco, alcohol, and illegal drugs are not for children. The goals of the program are: 1) to promote the protective factor of social and emotional competence in young children; and 2) to decrease the risk factor of early and persistent aggression or antisocial behavior. Al's Pals is based on the premise that intervening systematically in children's lives during their early years, when they are first forming patterns of behaviors and attitudes, the likelihood that they will later develop aggressive, antisocial, or violent behavior or substance use is reduced. The program is based heavily on resiliency research as a framework for the development of an intervention. Training that accompanies the curriculum enhances teachers' abilities to reinforce and model the Al's Pals concepts throughout the day, creating a classroom environment of caring, cooperation, responsibility, and healthy decision-making.

### **B** *I Can Problem-Solve*

<http://www.researchpress.com>

I Can Problem-Solve (ICPS), originally called Interpersonal Cognitive Problem-Solving, is a primary prevention curriculum that offers teachers and parents concrete skills for helping children ages 4 to 12 learn to resolve typical, everyday interpersonal problems. This school-based program is designed to teach children how to think, not what to think. Research has shown that this program reduces and prevents such early high-risk behaviors as: aggression, impatience, social withdrawal, and promotes pro-social indices such as empathy and good peer relationships. ICPS has demonstrated significant improvements in academic achievement.

### **C** *Lions-Quest Skills for Adolescence*

<http://www.lions-quest.org>

Lions-Quest Skills for Adolescence is a comprehensive youth development program that brings together educators, parents, and members of the community to support the development of life and citizenship skills in young adolescents in grades six to eight. The program comprises five key components that address different aspects of young people's lives: 1) school curriculum, 2) parent involvement, 3) positive school climate, 4) community involvement, and 5) school staff training and follow-up support.

### **D** *Open Circle Program*

<http://www.open-circle.org>

Open Circle is a comprehensive multi-year social and emotional learning program for elementary school (grades K-5) children, their teachers, principals and parents. Open Circle recognizes the important role that relationships play in the academic and social success of children and works to support caring, respectful school communities. Since its inception, Open Circle has trained more than 5,000 teachers who have introduced the Open Circle Curriculum to more than 200,000 children in over 240 elementary schools and 90 diverse communities in New England and New Jersey.

The year-long Open Circle Curriculum contains lessons in three competency areas: Communication; Self-control; Interpersonal problem solving.

Open Circle provides a structured format to facilitate teaching social competency skills, to provide a consistent context for discussion of issues important to members of the class, and to build a cooperative classroom environment. Contact Information: Phone: 781-283-3277 Email: [jvetter@wellesley.edu](mailto:jvetter@wellesley.edu).

### **E** *Social Decision Making and Problem Solving*

<http://www2.umdj.edu/spsweb/news.htm>

Social Decision Making and Problem Solving (SDM/PS) aims to establish a multiyear program of classroom based training in social and emotional skills as part of an existing elementary school curriculum. The primary goal of this program is to prevent elementary school students from making unhealthy life decisions by teaching them the skills that form the foundation necessary to think clearly under stress and in emotional and socially complex situations. The program targets the following competency areas: 1) skills needed for self-control; 2) behaviors linked with peer acceptance and the ability to work cooperatively in groups; 3) problem solving and decision-making skills; and 4) the ability to apply social and emotional capacities in response to changing social situations and demands.

## Session • 2

### **F** *Caring School Community Program*

<http://www.devstu.org>

The Caring School Community program (formerly the Child Development Project) is a nationally-recognized, research-based elementary program that builds community - in the classroom, across grades, school wide, and with families. It focuses on strengthening students' sense of connectedness, a pivotal element for promoting academic motivation and achievement and for reducing drug use, violence, and delinquency.

Caring School Community provides specific lessons and activities that integrate community-building efforts across the school day and throughout the school year.

### **G** *Community of Caring*

<http://www.communityofcaring.org>

Community of Caring is a comprehensive, K-12, research-based character education program having a unique focus on disabilities, and is adopted by almost 1,000 schools nationwide and in Canada. Community of Caring was founded in 1982 by Eunice Kennedy Shriver and the Joseph P. Kennedy, Jr. Foundation to reduce the incidence of intellectual disabilities by reducing one of its causes—teen pregnancy. Community of Caring schools teach values everywhere: in the classroom, hallway, cafeteria, and playing field. The 5 core values of Caring, Respect, Responsibility, Trust and Family are integrated into every aspect of school life, including the existing curriculum. The Community of Caring program emphasizes the idea that the ability to reflect upon and act upon values is essential in shaping lives, illuminating goals and guiding responsible decisions.

### **H** *Creating Lasting Family Connections*

<http://www.copes.org>

Creating Lasting Family Connections (CLFC) is a comprehensive family strengthening, substance abuse, and violence prevention curriculum. CLFC has demonstrated that youth and families in high-risk environments can be assisted to become strong, healthy, and supportive people. Program results, documented with children 11-17 years old, have shown significant increases in children's resistance to the onset of substance abuse and reduction in use of alcohol and other drugs and other uncontrolled behaviors.

CLFC provides optional components for both parents and children to build strong defenses against environmental risk factors by teaching appropriate skills for personal growth, family enhancement, and interpersonal communication, including refusal skills for both parents and youth. CLFC is designed to: improve refusal skills, resulting in both delayed onset and reduced use of substances by youth; increase communication and bonding between parents and children; foster greater use of community services in resolving family and personal problems; decrease uncontrolled behavior (i.e., reduce violence).

## Session • 2 continued

### **I Facing History and Ourselves**

<http://www.facing.org>

Facing History and Ourselves (FHAO) engages seventh- to twelfth-grade students of diverse backgrounds in an examination of the historical roots of racism, prejudice, and anti-Semitism. The lessons encourage the development of individual competencies that will lead to responsible participation in a democratic society. The program works to prevent violence and reduce intolerance among young people as they learn to balance self-interest with a genuine interest in the welfare of others.

### **J Michigan Model for Comprehensive School Health Education**

<http://www.emc.cmich.edu>

The Michigan Model for Comprehensive School Health Education (Michigan Model) brings together an array of national, state, and private resources to promote comprehensive school health. The program addresses K–12 students and is designed for implementation as part of the core school curriculum. The goals of the program are to establish a single focus for school-based youth prevention programs; provide a common language and approach for parent, community, and student health programs; and reinforce prevention messages from a variety of sources.

### **K Say It Straight Training**

<http://www.golden@scs.cmm.unt.edu>

Say It Straight (SIS) Training promotes wellness, self-awareness, personal and social responsibility, good communication skills, positive self-esteem, and positive relationships. At the same time, it attempts to prevent risky or destructive behaviors, such as alcohol, tobacco, and other drug use; violence; teen pregnancy; and behavior leading to HIV/AIDS. SIS is action oriented and utilizes visual, auditory, and kinesthetic modalities to involve people with different learning styles. The learning is cognitive, affective, and psychomotor and creates opportunities for people to discover their internal resources; connect to their deepest wishes for pro-social behavior; and develop the skills to express and implement these wishes in appropriate ways, even in difficult situations. The training is co-created by the participants, which gives them ownership and responsibility for their training.

## Session • 3

### **L Lions-Quest Working Toward Peace**

<http://www.lions-quest.org>

Lions-Quest Working Toward Peace (WTP) is a school-based, comprehensive program designed to teach and reinforce a repertoire of anger management and conflict resolution skills. It brings together the school, the family, peers, the community, and the media in a network of support to teach and reinforce anger and conflict management skills. It is specifically designed to address the developmental needs of adolescents, ages 10 through 14. The major goals of the program are to help students understand the value of peaceful conflict resolution, to study peaceful role models, and to learn ways to manage anger and resolve conflicts peacefully.

### **M PeaceBuilders®**

<http://www.peacebuilders.com>

PeaceBuilders® is a violence prevention program for elementary and middle schools that aims to reinforce positive behavior throughout the community—at school, at home, in after-school settings, in peer interactions, and in the mass media. The PeaceBuilders model is an explicit attempt to systematically provide a culture that models and reinforces pro-social behavior, reduces sources of adult attention to inappropriate behaviors, and increases peer attention to displays of positive behaviors and competencies. For young children, the program endeavors to increase cooperation, collaboration, and teamwork while reducing acts of aggression and other negative behaviors. The program's goal is for all schools to become peaceful learning environments in which everyone learns, practices, and acquires the skills to ensure positive and respectful behaviors so students can achieve academic, personal, and interpersonal success.

### **N Peers Making Peace**

<http://www.paxunited.org>

Peers Making Peace (PMP) is an innovative peer-mediation program that uses a preventive approach for handling conflicts both in and out of school. The program's goal is to improve the school environment by reducing violence, assaults, and discipline referrals and increasing academic performance. This is accomplished by training teams of students to act as peer mediators on their school campuses. Research has established that many children are at risk for substance abuse and for becoming victims of or perpetrators of violence. However, children also have resiliencies, which protect them and help them overcome risk factors. This program develops and enhances these resiliency assets.

### **O Positive Action®**

<http://www.positiveaction.net>

Positive Action® is a recognized, evidence-based, comprehensive model program that works in education, mental health agencies, and for your organization to improve academic achievement and character education, while reducing discipline problems, bullying and substance abuse. The program works anywhere there is a need to improve positive behaviors and decrease negative behaviors, and can be used with advisory/homeroom classes, family-living, parenting, health or life-skills classes, and special education classes. Positive Action® is comprised of a seamlessly integrated K-12 curriculum, a climate development model, along with parent, counselor, and community involvement components.

### **P Primary Mental Health Project (Primary Project)**

<http://www.childrensinstitute.net>

Primary Mental Health Project (Primary Project) is a school-based early-intervention program for young children who show evidence of school adjustment difficulties. As an indicated prevention program, project targets children deemed “at risk” and not those with already crystallized difficulties. Through therapeutic interventions in a one-to-one setting, the program aims to address risk and protective factors of children in preschool through grade 3. The program endeavors to detect, reduce, and/or prevent social, emotional, and school adjustment difficulties. It also seeks to enhance learning and adjustment skills and other school-related competencies. Primary Project accomplishes these goals through five structural components: a focus on young children (preschool through third grade children are the primary recipients of services); early and systemic screening and selection; use of paraprofessionals for direct services; role change of school-based mental health professionals; and ongoing program evaluation.

### **Q Students Managing Anger and Resolution Together Team**

<http://www.drugstats.org>

Students Managing Anger and Resolution Together (SMART) Team is a multimedia program for students in grades five to nine. It is a universal violence prevention program designed for use in schools by students using the Macintosh and Windows software, either alone or in pairs. The program's goals are to increase students' repertoire of nonviolent conflict resolution strategies and anger management strategies, to decrease incidents of violent behavior, and to increase acts of pro-social behavior.